2007/2008 EMPLOYER SATISFACTION SURVEY

EMPLOYERS OF ALBERTA HIGH SCHOOL GRADUATES

Prepared for
ALBERTA EDUCATION

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April 2008

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EXECUTIVE SUMMARY

Background

The *2007/2008 Employer Satisfaction Survey* was commissioned by Alberta Education and Alberta Advanced Education and Technology. Data collection for the survey was conducted by CCI Research Inc. between December 1st, 2007 and January 11th, 2008. The objective of the survey was to assess employer satisfaction with recent graduates from Alberta's education system in the following areas: academic and technical skills, non-subject attributes; and employer satisfaction with the overall responsiveness of Alberta's education system to their human resource needs.

This report highlights the results for employers of high school graduates. Recent high school graduates were defined as employees who had graduated from an Alberta high school within the last two years.

In total, 2,201 surveys were completed with Alberta employers. The overall results of the survey are accurate within ± 2.1% (19 times out of 20).

Key Findings

Presence of Recent Graduates

- Thirty-two percent (32%) of Alberta employers currently employ recent Alberta high school graduates. On average, these employers have approximately 10 recent high school graduates on staff.

- Among employers not currently employing recent Alberta high school graduates, approximately one-quarter (22%) indicated that they were looking to hire high school graduates. Operator/labour/warehousing positions, technicians/skilled trades positions, and sales positions were the jobs these employers were most often trying to fill with recent high school graduates.

- The most commonly noted reasons for not hiring high school graduates was a lack of interest on the part of graduates and/or lack of graduates applying for the position (30%) and lack of suitable candidates (22%).

Satisfaction with Alberta's Education System and its Graduates

- Most employers of recent high school graduates agreed that Alberta's education system provides an adequate supply of high school graduates (65%) and that these graduates are provided with appropriate skills (56%).

- Three-quarters (67%) of employers of recent high school graduates were overall satisfied with the skills and quality of work.

- The majority of employers of recent high school graduates were satisfied with the various aspects related to graduates' non-subject specific skills and personal qualities (48% to 77%). Employers were most satisfied with these graduates' ability to work with others towards a common goal (77%), to work safely (74%), to participate and contribute to projects and tasks (73%), to learn continuously (73%), and to be adaptable and work individually or in a team (72%).

- Some employers of recent high school graduates noted some skill shortages, including poor work ethic/lack of pride in their work (22%), and reading/writing ability (18%) and ability to calculate/mathematics skills (15%).

Assistance for Education and Training

- Over half (56%) of employers reported providing assistance to employees within the last two years for education or training in Alberta's education system.

- Time off during the workday to pursue education and training (91%) and an allowed leave of absence (83%) were the most commonly provided assistance.

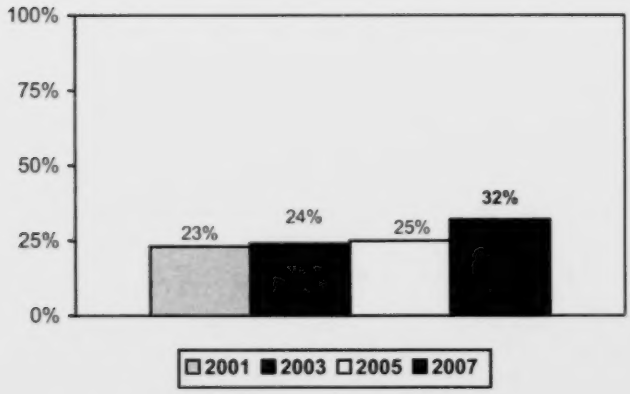
SECTION 1: MEETING ALBERTA EMPLOYERS' NEEDS

1.1 Employment of Recent Graduates

Thirty-two percent (32%) of Alberta employers currently employ recent Alberta high school graduates.

Of the 2,201 employers surveyed, 32% reported they have employees who had graduated from an Alberta high school within the last two years. This result is higher than previous years.

Chart 1-1
Percentage of Employers who Employ Recent High School Diploma Graduates



2007 n=2201

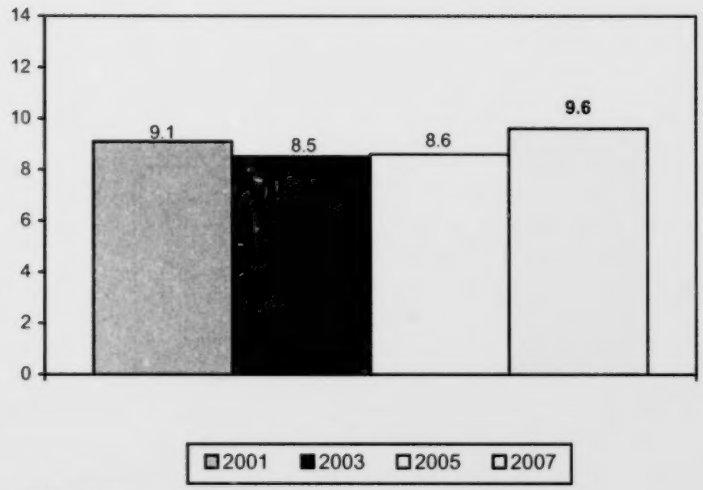
The proportion of employers who employ recent Alberta high school diploma only graduates varies by industry and business size.

- Employers in the Finance and Insurance, Real Estate/Rental/Leasing, Management of Companies, Professional, Scientific, and Technical Services industries were the least likely to report having recent High School Diploma only graduates working for their company.
- Employers with 1-4 employees or 5-9 employees were the least likely to report having High School Diploma only graduates working for their company. In general, the larger the company the more likely the company was to have recent High School Diploma only graduates.

Employers of recent high school graduates have approximately 10 of these graduates on staff.

Similar to previous years, employers of recent high school graduates report having approximately 10 recent high school graduates on staff.

Chart 1-2
Average Number of Recent High School Graduates on Staff
(excluding zero and outliers)



2007 n=677

1.2 Responsiveness of Alberta's Education System

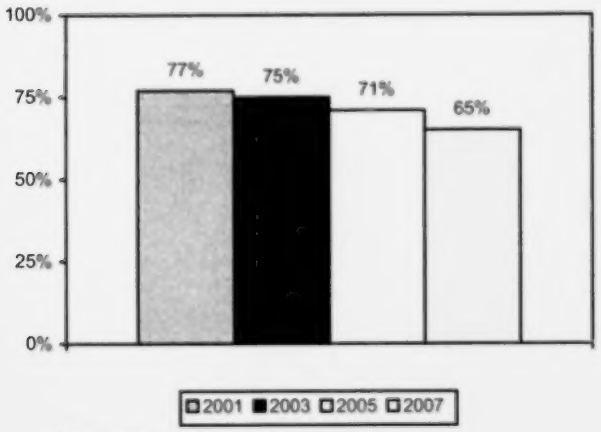
Most (56% to 65%) employers of recent high school graduates agreed that Alberta's education system is responsive to the needs of their company.

About two-thirds (65%) employers of recent Alberta high school diploma only graduates agreed that Alberta's education system provides an adequate supply of high school graduates.

Approximately six-in-ten (56%) of employers of recent Alberta high school diploma only graduates agreed that Alberta's education system provides these graduates with appropriate skills.

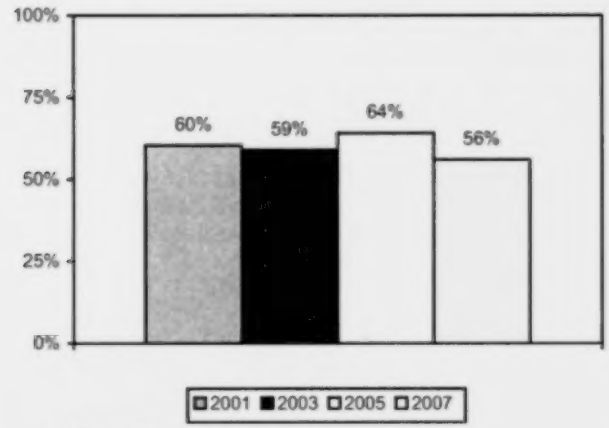
Agreement that Alberta's education system responds to the needs of their company by providing an adequate supply of graduates is lower in 2007 when compared with 2005, and appears to be at its lowest of all survey cycles, while agreement that Alberta's education system provides appropriate skills for graduates is lower in 2007 when compared with 2005, but similar to the 2001 and 2003 survey cycles (see Chart 1-3 and Chart 1-4).

Chart 1-3
Providing an Adequate Supply of Graduates
(among those who employed recent high school only graduates)



2007 n=677

Chart 1-4
Providing Graduates with Appropriate Skills
(among those who employed recent high school only graduates)



2007 n=677

Notable difference in employers' agreement was found according to region, industry, and business size, as follows:

- Employers in Other Cities were the most likely to agree that that Alberta's education system provides an adequate supply of High School Diploma only graduates to meet their needs compared to Edmonton, Calgary and non cities.
- Employers in the Primary Industries and Utilities industries were the most likely to agree that Alberta's education system provides an adequate supply of High School Diploma only graduates to meet their needs.
- Employers with 500 or more employees were the most likely to agree that Alberta's education system provides an adequate supply of High School Diploma only graduates to meet their needs, while those with 5-9 employees were less likely to agree.

1.3 Perceived Shortages

Among employers NOT currently employing recent high school graduates, approximately one-quarter (22%) have been looking to hire them.

Employers who do not currently employ recent high school graduates were asked if they had been looking to hire these graduates in the last two years.

Twenty-two percent (22%) of these employers indicated that they were looking to hire high school graduates. The result is similar to that of 2005 (24%).

Differences in the proportion of employers looking to hire recent high school graduates were observed by industry and business size.

- Employers in the Primary Industries and Utilities industries, the Finance and Insurance, Real Estate/Rental/Leasing, Management of Companies, Professional, Scientific, and Technical Services industries, and the Health, Education, and Public Administration industries were the least likely to report that they had been looking to hire High School Diploma only graduates within the last 2 years.

- Employers with 1-4 employees were the least likely to report that they had been looking to hire High School Diploma only graduates within the last 2 years.

1.4 Positions to be Filled

Employers most often reported being unable to fill operator/labour/warehousing positions, technicians/skilled trades positions, and sales positions with recent high school graduates.

Employers who did not hire recent high school graduates were asked which positions they were looking to hire high school graduates for. The most common types of positions that employers were looking to fill, but were unable to do so, were operator/labour/ warehousing positions (32%), technicians/skilled trades positions (17%), and sales positions (13%) (Table 1-5).

Table 1-5
Positions/Occupations for which Employers were Looking to Hire High School Diploma Only Graduates

Position/Occupation	Percentage of Responses
Operator/laborer/warehousing	32%
Technicians/skilled trades	17%
Sales persons	13%
Customer service/counter help	12%
Administrative/office workers/clerical	10%
Truck driver/driving positions	8%
Cashier	5%
Food preparation/services	4%
Administrative assistant/secretary	2%

Note: Mentions below 2% are not listed
n= 306

1.5 Reasons Graduates Were not Hired

Alberta employers who wanted to hire recent high school graduates reported lack of interest on the part of graduates as the top reason for not being able to hire them.

Approximately one-third (30%) of the employers who wanted to hire a recent high school graduate but have not done so commented that it was due to a lack of interest on the part of graduates and/or a lack of graduates applying for the position.

Other commonly noted reasons for not hiring a recent high school graduate included lack of a suitable candidate/did not find the right person (22%), still looking/position has not been filled (8%), graduates' lack of experience (5%), and graduates having a poor attitude (5%).

Table 1-6
Five Most Frequently Mentioned Reasons for not Hiring Recent High School Graduates

Reason	Percentage of Responses
Graduates not interested/none applied	30%
Lack of a suitable candidate/didn't find the right person	22%
Still looking/position has not been filled	8%
Lack of experience related to position	5%
High school graduates have a poor attitude	5%

n=254

1.6 Identification of Skills Shortages Among Recent Graduates

Employers who currently have recent high school graduates on staff were asked to identify particular skills/abilities that are missing from these graduates.

Forty percent (40%) of the employers who employ a recent high school graduate reported that there are no specific skills and/or abilities missing from recent high school graduates.

However, 22% noted that graduates lack work ethic and/or pride in work, 18% mentioned language skills (i.e. writing and reading ability), 15% mentioned that graduates lack mathematics skills/the ability to calculate, 12% mentioned accountability/ responsibility, and 11% mentioned poor working attitude/lack of professionalism.

Table 1-7
Five Frequently Mentioned Skills Shortages

Skill/Ability	Percentage of Responses
Poor work ethic/pride in work	22%
Writing and reading ability/grammar/punctuation	18%
Ability to calculate/mathematics skills	15%
Accountability/responsibility	12%
Poor working attitude/lack of professionalism	11%

n=398

1.7 Final Comments About Recent Graduates

Employers surveyed were asked if they had any other comments they would like to make about recent high school graduates of Alberta's education system.

Approximately three-quarter (72%) of employers did not raise any particular concerns regarding recent high school graduates.

Those who provided comments mentioned graduates having a poor work ethic and/or attitude towards work (7%), their lack of English skills (3%), their poor math skills (3%), and their lack of work experience (3%).

Table 1-8
Final Comments Regarding Recent High School Only Graduates

Comment	Percentage of Responses
Poor work ethic/attitude towards work	7%
Poor English skills-writing/spelling/grammar	3%
Poor math skills	3%
Nothing/DK/NA	72%

n=2201
Note: Mentions of 2% or lower are not listed

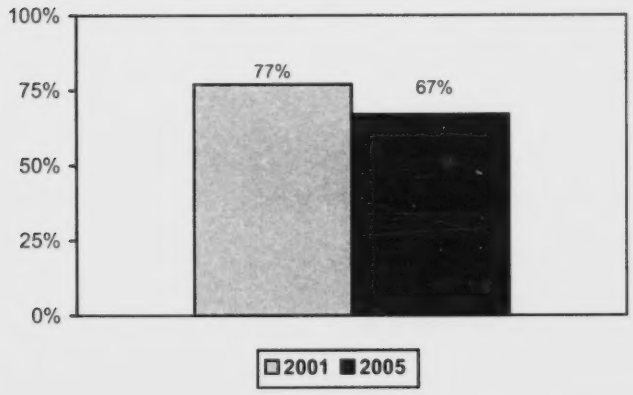
SECTION 2: SATISFACTION WITH GRADUATES AND ALBERTA'S EDUCATION SYSTEM

2.1 Overall Satisfaction with Skills and Quality of Work

Employers of recent high school graduates were overall satisfied with the graduates' skills and quality of work.

Two-thirds (67%) of employers who employed recent high school graduates reported being satisfied ("satisfied" or "very satisfied") with the overall skills and quality of work of these graduates. Overall satisfaction was lower when compared with 2005 (77%).

Chart 2-1
Overall Satisfaction with Recent High School Diploma Only Graduates' Skills and Quality of Work



n=677

Employers' level of satisfaction varies according to region and industry:

- Employers in Other Cities were the most likely to be satisfied with the skills and quality of work of High School Diploma only graduates compared to Edmonton, Calgary and non cities.
- Employers in the Health, Education, and Public Administration industries were the most likely to be satisfied with the skills and quality of work of High School Diploma only graduates, while those in the Administrative and Support, Waste Management and Remediation Services, and Other services industries were the least likely to be satisfied with the skills and quality of work of High School Diploma only graduates

2.2 Satisfaction with Non-Subject Specific Skills and Personal Qualities

Respondents who currently employ recent graduates were asked to rate their level of satisfaction with graduates' non-subject specific skills and personal qualities, including:

- The ability to communicate in speech and writing;
- The ability to manage information from a variety of areas;
- The ability to use numbers to decide what is required for the job;
- The ability to think and solve problems;
- Demonstrating positive attitudes and behaviours;
- Being responsible for work and accountable for actions;
- Being adaptable – having the ability to work as an individual or within a team;
- The ability to learn continuously;
- The ability to work safely;
- The ability to work with others towards a common goal;
- The ability to participate and contribute in projects and tasks; and
- The ability to transition effectively from school to work.

Overall, the majority of employers of recent high school graduates reported being satisfied with graduates' non-subject specific skills and personal qualities.

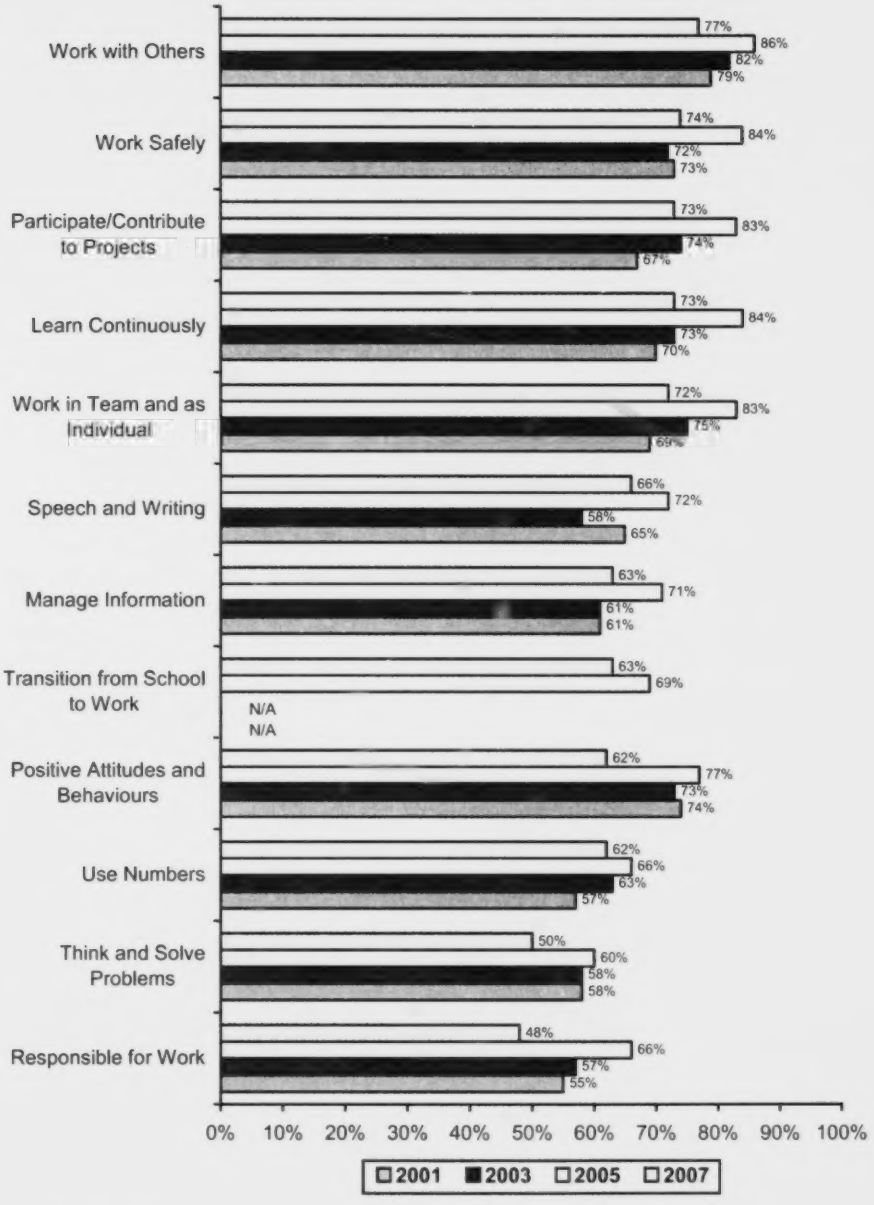
- Approximately three-quarters of employers of recent high school graduates were satisfied ("satisfied" or "very satisfied") with graduates' ability to work with others towards a common goal (77%), to work safely (74%), to participate and contribute to projects and tasks (73%), to learn continuously (73%), and to be adaptable and work either as an individual or in a team (72%).

- Two-thirds or less of employers were satisfied with recent high school graduates ability to communicate in speech and writing (66%), transition effectively from school to work (63%), manage information from a variety of areas (63%), demonstrating positive attitudes and behaviours (62%), use numbers to decide what is required for the job (62%), think and solve problems (50%), and being responsible for work and accountable for actions (48%).

- As illustrated in Chart 2-1, in 2007, employers' satisfaction for most non-subject specific skills and personal qualities was lower than in 2005. Interestingly, it appears that many of the skills and qualities received their highest satisfaction ratings in 2005, while the current year results are relatively more similar to those seen in previous survey cycles.

- Differences in employer satisfaction with recent graduates' non-subject specific skills and personal qualities were noted by region and industry, as follows:
    - Employers in Other Cities were the most likely to be satisfied with High School Diploma only graduates' ability to manage information from a variety of areas, to think and solve problems, to learn continuously, and to participate and contribute to projects compared to Edmonton, Calgary and non cities.
    - Employers in Edmonton and Other Cities were the most likely to be satisfied with High School Diploma only graduates' ability to be adaptable.

Chart 2-2
Satisfaction with Non-Subject Specific Skills and Attributes
(among those who employ recent high school graduates)



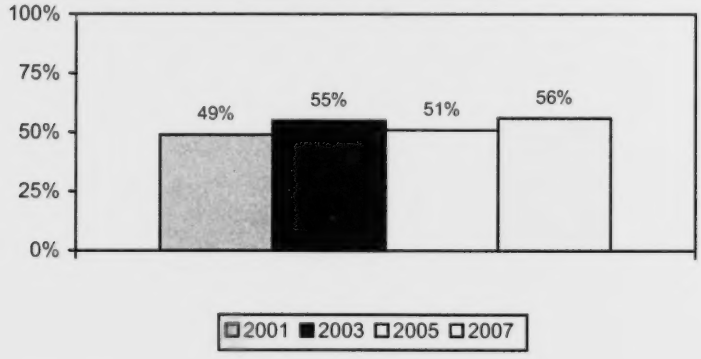
2007 n=677

SECTION 3: ARE ALBERTA EMPLOYERS ENCOURAGING THEIR EMPLOYEES TO LEARN CONTINUOUSLY?

Over half (56%) of employers surveyed have provided assistance to employees for education or training.

Over half (56%) of employers provided assistance for education/training (e.g. funding for tuition, leave of absence, paid time off work) in Alberta's education system. This result is higher than that of 2005 and 2001, but is similar to that of 2003.

Chart 3-1
Provided Assistance within Last Two Years



2007 n=2201

Differences in employer provided assistance were noted by industry and business size.

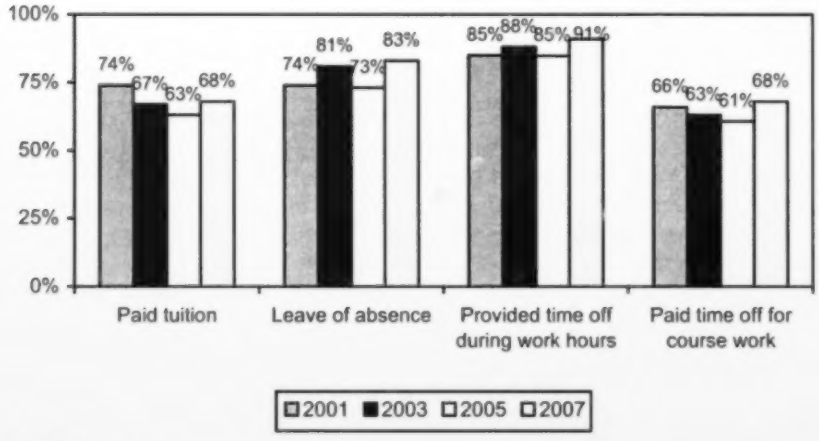
- Employers in the Arts, Entertainment and Recreation, Accommodation and Food Services, Information and Cultural industries were the least likely to report providing assistance to employees for education or training in Alberta's education system in the last two years, while those in the Health, Education, and Public Administration industries were the most likely to provide assistance to employees.
- In general, the larger the business the more likely they were to provide assistance to employees for education or training.

3.1 Types of Assistance Provided

Providing time off during the workday and a leave of absence are the most prevalent forms of assistance provided for education and training.

Among employers who have provided any education or training assistance to their employees, 91% have provided time off during the working day and 83% have allowed leave of absence to assist employee education and training. About two-thirds employers paid tuition (68%) or provided paid time off for specific course work (68%).

Chart 3-2
Types of Assistance Provided



2007 n=1236

Differences in the types of assistance provided by employers were found by industry and business size.

- Employers in the Arts, Entertainment and Recreation, Accommodation and Food Services, Information and Cultural industries were the least likely to report that they had provided paid tuition or paid time off for specific course work as a form of assistance.
- Employers in the Finance and Insurance, Real Estate/Rental/Leasing, Management of Companies, Professional, Scientific, and Technical Services industries were the least likely to report that they had provided an allowed leave of absence as a form of assistance.
- Employers with 200 or more employees were the most likely to report that they had provided paid tuition as a form of assistance.

SECTION 4: OVERALL PERCEPTIONS OF ALBERTA'S EDUCATION SYSTEM

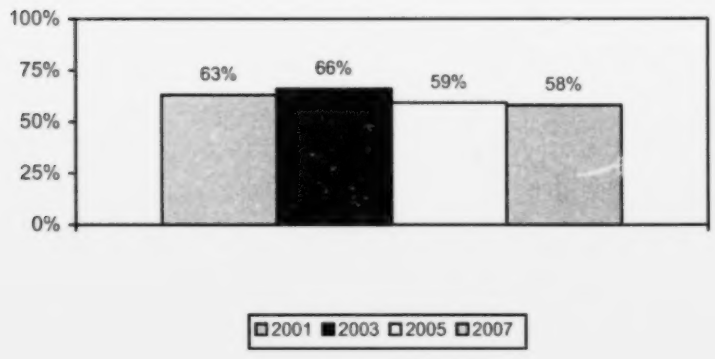
Employers who currently employ high school only graduates were asked to rate the extent to which they were satisfied that high school graduates:

- Are entering the workforce with an appropriate combination of skills and knowledge;
- Demonstrate the ability to learn at work; and
- Have the knowledge, skills and attitudes necessary for learning throughout their lifetime.

In general, most employers were satisfied with high school graduates' combination of skills and knowledge, ability to learn at work and ability to learn throughout their lifetime.

About six-in-ten (58%) employers who currently employ high school graduates were satisfied ("satisfied" or "very satisfied") with their skills and knowledge when entering the work force. Nine percent (9%) of employers refused to answer this question, or provided "don't know" responses. Satisfaction was similar to that in 2005 but lower than in 2001 and 2003.

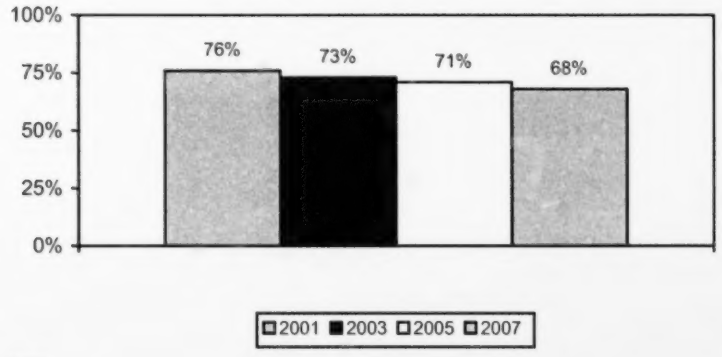
Chart 4-1
Satisfaction with Skills and Knowledge of
High School Graduates Entering the Work Force



2007 n=1768

Two-thirds (68%) of employers who employ high school graduates were satisfied with high school graduates' ability to learn at work. Eight percent (8%) of employers refused to answer this question, or provided "don't know" responses. Satisfaction was similar to that in 2005 but lower than in 2001 and 2003.

Chart 4-2
Satisfaction with High School Graduates' Ability to Learn at Work

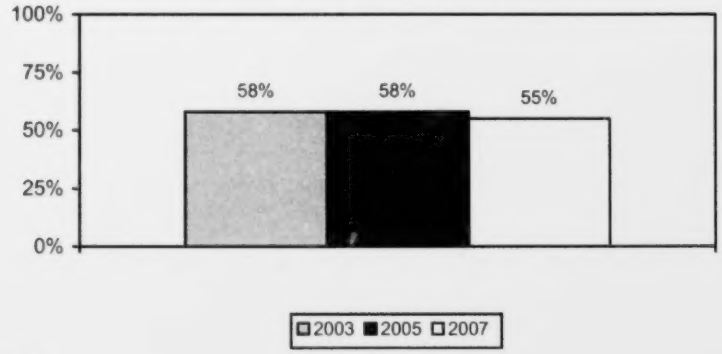


2007 n=1768

Over half (55%) of employers surveyed were satisfied with high school graduates' ability to learn throughout their lifetime. Seven percent (7%) of employers refused to answer this question, or provided "don't know" responses.

Maybe change this graph to the stacked bar format like the earlier two.

Chart 4-3
Satisfaction with High School Graduates' Ability to Learn Throughout Their Lifetime



2007 n=1768

Some differences observed according to industry regarding employers' satisfaction on these aspects:

- Employers in the Arts, Entertainment and Recreation, Accommodation and Food Services, Information and Cultural industries were the most likely to report being satisfied with the skills and knowledge of High School Diploma only graduates who were entering the workforce as well as their ability to learn at work.
- Employers in the Administrative and Support, Waste Management and Remediation Services, and Other Services industries were the least likely to be satisfied that High School Diploma only graduates demonstrated the ability for lifelong learning.

APPENDIX A: RESEARCH BACKGROUND AND METHODOLOGY

RESEARCH BACKGROUND

Project Objectives

CCI Research Inc. was contracted to complete the *2007/2008 Employer Satisfaction Survey* on behalf of Alberta Education and Alberta Advanced Education and Technology. The purpose of the *Employer Satisfaction Survey* project was to assess Alberta's employers' level of satisfaction with graduates from Alberta's education system. Specifically, the project collected survey information from employers to help determine the extent to which the outcome – *the education system meets the needs of all K-12 students, society and the economy* – was being achieved.

The main objectives of the survey were to evaluate:

- Employers' satisfaction with the skills and knowledge of recent graduates (having graduated in the last two years) from Alberta's Education System;
- Satisfaction with the (non-subject) specific attributes of recent graduates hired; and
- Satisfaction with the overall responsiveness of Alberta's Education System to employers' specific human resource needs.

In addition to the primary objectives, the project also had a number of secondary objectives. The secondary objectives included assessing the degree to which employers provide assistance for education and training, examining employers' perceptions on skills shortages among recent graduates and reasons for not hiring recent graduates. Finally, the project was designed to reveal changes in client satisfaction over time, and identify areas of strength and areas needing improvement in Alberta's education system.

Definitions

Program Graduates

- High School Only Graduates – having graduated from an Alberta high school, with recent high school graduates being defined as those who had graduated within the last two years.
- Degree Graduates – having graduated from an Alberta post-secondary institution (typically from a university).
- Post-Secondary Diploma Graduates – having graduated from an Alberta post-secondary institution (typically a 2 year program).
- Certificate Graduates – having graduated from an Alberta post-secondary institution (typically up to a 1 year program).
- Apprenticeship Program Graduates – having obtained a Journeyperson Certificate from Alberta Advanced Education.

Regions

Based on survey responses, employers' geographic locations were recoded into the following categories: Calgary, Edmonton, Other Cities (Airdrie, Camrose, Cold Lake, Fort Saskatchewan, Grande Prairie, Leduc, Lethbridge, Lloydminster, Medicine Hat, Red Deer, Spruce Grove, St. Albert and Wetaskiwin), and Non-Cities (Everywhere else, including counties).

RESEARCH METHODOLOGY

Sampling

A representative sample of 12,392 business telephone numbers were purchased from RSTS Inc. for administration of the *2007/2008 Employer Satisfaction Survey*. The survey sampling frame consisted of a random sample of businesses in Alberta. The sample files included information pertaining to Census Division within Alberta, NAICS code, and business size. This information was also collected as part of the survey and the information from the survey served as the basis for the reporting of results. Current information about the population of businesses in Alberta was obtained from Alberta Employment, Immigration and Industry, Office of Statistics and Information, Data Development and Evaluation. Prior to implementation of the survey, the characteristics of the purchased sample were compared to the characteristics of the population to ensure that the sample was reasonably representative of the population of businesses in Alberta. The sample was used for obtaining 2,201 survey completions, producing results with a margin of error of $\pm$ 2.1% 19 times out of 20.

Survey Pre-test

Field-testing was conducted during the period of December 1st to 4th, 2007. A total of 16 surveys were completed during field-testing. No changes were made to the surveys on the basis of the pre-test.

Survey Administration

Survey administration was undertaken between December 1st, 2007 and January 11th, 2008. At least 10 attempts were made to obtain survey completions from employers.[1]

Table A-1
Use of Project Sample

Table A-1
Call Dispositions for the Employer Satisfaction Survey

Call Type	Abbreviation	Frequency	Percent
Complete	CO	2201	19%
Answering Machine	AM	61	1%
Business Number	BU	0	0%
Call Back (no specific time)	CA	482	4%
Call Back	CB	684	6%
Fax/Computer line	FX	189	2%
Hang Up	HU	565	5%
Interpreter Required	IR	0	0%
Language Barrier	LA	78	1%
Line Busy	LB	5	0%
Moved, no new number given	MV	12	0%
No Answer	NA	88	1%
Not Eligible	NE	1540	13%
Not in Service	NS	138	1%
Number Removed By Request	NR	43	0%
Refused	RF	3661	31%
Refused By Someone Other Than Qualified Respondent	RO	218	2%
Wrong Number	WN	17	0%
Partial	PT	11	0%
Terminated	TE	1687	14%
Total		11680	100%

*The "terminate" call disposition means that no contact was made after 14 call attempts to that number.

The overall response rate for the survey was 22.5%.[2]

[1] No calling took place during December 22, 2007 and January 1, 2008.
[2] Response rate was calculated according to the following formula: response rate = x / (x + z), where x = CO, and z = (AM+CB+CA+HU+LA+LB+NA+PT+RF+TE+RO+NR+IR).

Analysis

For the purposes of this report, first-level data analysis includes presentation of descriptive statistics (frequencies) for survey items in text, tables, and figures, as appropriate. The order of the presentation of results in this report follows the order of the survey instrument. In addition, for ease of reference, the current year's n and the exact wording of each item for the current year are presented in table and chart notes for all relevant tables and charts.

The following should be noted with regard to the presentation of frequency data:

- Many items on the survey use four-point response scales including "very satisfied, satisfied, dissatisfied, very dissatisfied" or "strongly agree, agree, disagree, strongly disagree," etc., depending on the question. Although not asked, "don't know/not applicable" and "no response" (refusals) were recorded as well. Results presented in this report may represent percentages for each of the individual options in a response scale *or* the combined percentages of respondents who reported "very satisfied/satisfied" or "strongly agree/agree." Thus, in the body of the report, *overall* or *total* satisfaction or agreement refers to these combined percentages, whereas results pertaining to individual response-scale categories are specified separately in the text.

- Percentages are based on all responses for each item (i.e., "don't know", "not applicable" and/or "no response" are included in the calculations).

- All percentages are rounded to the nearest whole number based on computer-generated analysis. For single response items, percentages may not total to 100% due to rounding. Similarly, rounded percentages for individual response options may not total exactly to combined percentages due to rounding. Therefore, percentages in text and tables may appear to differ by 1% due to rounding.

- In the case of multiple-response items for which participants could provide more than one response, percentages are expressed in terms of the number of respondents, and, as a result, percentages total to more than 100% for these variables.

- For open-ended items on the survey, the comments made by respondents were coded into multiple-response categories. The procedure for this involved creating the response categories based on the response categories used in previous years. Two independent coders then coded each response into one or more of the defined categories, with differences being resolved through discussion.

- For the item related to number of employees (Q.A.), responses were used to classify employers into a business size grouping. However, given that this item was asked in an open-ended format, several of the resulting responses required some interpretation in order to derive a specific numerical response that could be used in the analysis. Therefore, for those respondents who reported a range for their number of employees, a conservative approach was adopted such that the lowest number of employees was used in the derivation of business size. For those respondents who provided a response that could not be converted into a specific number of employees (e.g., those who provided a percentage or other similar response), the response was converted into a "don't know/unknown" response in the derivation of business size. A similar approach was used for the items relating to the number of recent graduates of each type that the employer had on staff (Q2S. a.-e.).

- Historical frequency data are presented for all items which have been asked in previous years. All historical data are taken from the 2006 reports that were prepared and provided to Alberta Advanced Education and Technology and Alberta Education in that year.

Accuracy for the overall sample of 2201 employer respondents in 2007/2008 was +/- 2.1%, at the 95% confidence level. Approximate accuracies were +/-2.3%, at the 95% confidence level for employers who reported having High School Diploma only graduates and +/-3.8% at the 95% confidence level for employers who reported having recent High School Diploma only graduates. Thus, in order to analyze trends over time using data from previous surveys, approximate similarities in the numbers of respondents over time was assumed. Based on the numbers of respondents, a general rule of thumb was adopted such that a difference of at least 5% was required before any results are described as different over time for High School Diploma only graduates.

Second-level analysis for group comparisons consists of crosstabulations (crosstabs) for categorical data. Crosstabs were conducted for a series of variables of theoretical and practical interest that were identified in advance of data analysis. Specifically, all survey responses were examined according to business size, geographical region, and NAICS grouping. For business size, employers were grouped into the following categories based on their response to the question about how many people in Alberta their company employs (QA.): 1-4, 5-9, 10-19, 20-49, 50-99, 100-199, 200-499, 500 or more. For geographical region and NAICS code, individual responses were grouped as shown in Table A-2.

Tests for significance were undertaken on all cross-tabulation tables using t-tests at the 0.05 level of significance. Only cross-tabs that were found to be significant were mentioned in the text of the final report. Where applicable, comparisons were made to previous years results based on the 2001 and 2003 survey results.

All crosstabs were conducted using collapsed variables as described above (i.e., "very satisfied" + "satisfied" vs. "dissatisfied" + "very dissatisfied," or "strongly agree" + "agree" vs. "disagree" + "strongly disagree," etc.). It also should be noted that "don't know", "not applicable", and "no response" responses were included in all crosstab analyses, and thus, like the general descriptive analysis, the crosstab analysis is based on responses from all participants. Chi-square results for each crosstab were examined and the results of crosstabs with a significant chi-square outcome ($p<.05$) are described in general terms in the body of this report.[3]

[3] Note that a minimal number of significant crosstabs for which no practical difference in frequency results could be observed – i.e., results that differed by a relatively small percentage or that were based only on a small subset of respondents – are not described in the body of the text.

Table A-2
Region and NAICS Code Groupings

Region Grouping	Region and Census Subdivision	
Calgary	Calgary	4806016
Edmonton	Edmonton	4811061
Other Cities	Airdrie	4806021
	Camrose	4810011
	Cold Lake	4812002
	Fort Saskatchewan	4811056
	Grande Prairie	4819012
	Leduc	4811016
	Lethbridge	4802012
	Lloydminster	4810039
	Medicine Hat	4801006
	Red Deer	4808011
	Spruce Grove	4811049
	St. Albert	4811062
	Wetaskiwin	4811002
Non Cities	Everywhere else, including counties	
Industry Sector (NAICS) Grouping	**2-Digit NAICS**	
Primary Industries and Utilities industries	Agriculture, Forestry, Fishing, and Hunting Mining and Oil & Gas Extraction Utilities	
Construction and Manufacturing industries	Construction Manufacturing	
Wholesale/Retail Trade, Transportation and Warehousing industries	Wholesale Trade Retail Trade Transportation and Warehousing	
Finance and Insurance; Real Estate/Rental/Leasing; Management of Companies; Professional, Scientific, and Technical Services industries	Real Estate and Rental and Leasing Finance and Insurance Professional, Scientific, and Technical Services Management of Companies and Enterprises	
Health, Education, and Public Administration industries	Health Care and Social Assistance Education Services Public Administration	
Administrative and Support, Waste Management and Remediation Services; Other Services industries	Administrative and Support, Waste Management and Remediation Services Other Services	
Arts, Entertainment and Recreation; Accommodation and Food Services; Information and Cultural industries	Arts, Entertainment and Recreation Accommodation and Food Services Information and Cultural Industries	

FIRMOGRAPHICS

Table A-3 below details the distribution of employers by business size, location, and industry.

Table A-3
Distribution of Employer Sample

	Population %	Sample %	
Demographic Category	%	n	%
Business Size			
1-4 employees	56%	462	21%
5-9 employees	17%	516	23%
10-19 employees	12%	389	18%
20 -49 employees	9%	367	17%
50-99 employees	3%	169	8%
100-199 employees	2%	113	5%
200-499 employees	1%	86	4%
500 or more employees	0%	93	4%
Don't Know	N/A	6	0%
Region			
Region 1: Calgary	Not available[4]	543	25%
Region 2: Edmonton	Not available	497	23%
Region 3: Other Cities	Not available	384	17%
Region 4: Non-Cities	Not available	768	35%
Other	N/A	9	0%
Industry Sector (NAIC)			
Primary Industries and Utilities industries	9%	93	4%
Construction and Manufacturing industries	17%	369	17%
Wholesale/Retail Trade, Transportation and Warehousing industries	20%	571	26%
Finance and Insurance; Real Estate/Rental/Leasing; Management of Companies; Professional, Scientific, and Technical Services industries	25%	329	15%
Health, Education, and Public Administration industries	8%	296	13%
Administrative and Support, Waste Management and Remediation Services; Other Services industries	13%	275	12%
Arts, Entertainment and Recreation; Accommodation and Food Services; Information and Culturai industries	8%	268	12%

[4] Population numbers were provided at the Census Division level and it was not possible to estimate the population numbers at the Census Subdivision level.

APPENDIX B: QUESTIONNAIRE

EMPLOYER SATISFACTION SURVEY

November 2007 FINAL

Alberta Education / Alberta Advanced Education and Technology

Initial Introduction:

QI1. Hello, my name is (interviewer name) and I am calling from Compustat on behalf of Alberta Education and Alberta Advanced Education and Technology. I would like to speak to the most senior person responsible for human resources and staffing. Could you tell me who that would be and their extension number? (Interviewer to record name and extension).

Yes	Record Name and extension
Refused	Go to QI1a

QI1a Could I please speak to <respondents name and extension>?

Yes – speaking	Go to QI2a
Yes – one moment please	Go to QI2b
No- not available at the moment	Go to Call Back - record name and extension number
Don't know	Go to Call Back – record name and extension number
Refused	Thank you for your time. Good bye.

IF ASKED FOR MORE INFORMATION ADD:
Alberta Education is a provincial government department overseeing education services for K-12 in the province. Alberta Advanced Education and Technology is a provincial government department overseeing educational services for post-secondary, and industry/apprenticeship training for the province. I am calling from Compustat, a survey research company which has been contracted by these departments to conduct a telephone survey with employers in the province.

QI2a. I am calling on behalf of Alberta Education and Alberta Advanced Education and Technology – two provincial government departments who, together, oversee all levels of education in the province. We are conducting a study of employers throughout the province of Alberta to gauge their opinions about how well Alberta's Learning System is preparing its graduates for employment. The survey should only take about 15 minutes to complete.
May I continue?

Yes -	Go to QI3
No – Later	Go to Call Back – record name and extension number
Refused	Thank you for your time. Goodbye.

QI2b. Hi, my name is (interviewer name) and I am calling from Compustat on behalf of Alberta Education and Alberta Advanced Education and Technology – two provincial government departments who, together, oversee all levels of education in the province. We are conducting a study of employers throughout the province of Alberta to gauge their opinions about how well Alberta's Learning System is preparing its graduates for employment. The survey should only take about 15 minutes to complete.
May I continue?

Yes -	Go to QI3
No – Later	Go to Call Back – record name and extension number
Refused	Thank you for your time. Goodbye.

Qi2cb. Hello <insert name>, my name is <insert interviewers name> and I am calling from Compustat. I spoke with you the other day in regards to a study we are conducting for Albert Education and Alberta Advanced Education and Technology – two provincial government departments who, together, oversee all levels of education in the province. We are conducting this study of employers throughout the province of Alberta to gauge their opinions about how well Alberta's Learning System is preparing its graduates for employment. This survey should only take about 15 minutes to complete.
May I continue?

Yes -	Go to QI3
No – Later	Go to Call Back – record name and extension number
Refused	Thank you for your time. Goodbye.

QI3. Thank you – we appreciate your help. Your participation is voluntary and confidential, you may refuse to answer any question or end the survey at any time. All information will be held in strict confidence and is protected under the Freedom of Information and Protection of Privacy Act. Results will be reported in a combined response form only.
(continue to QA)

FIRMOGRAPHICS

I would like to begin by asking you some general questions about your company.

A. How many people does your company employ in Alberta (including yourself)?

NOTE: for ALL questions asking you to refer to your current employees, please also include any seasonal workers you may have employed in 2007.

1 – Sole proprietorship (no employees) **THANK AND TERMINATE AS NON-QUALIFIED**
2 – Other organization type (i.e. – non profit with volunteers only) **THANK AND TERMINATE AS NON-QUALIFIED**

3 - I__I__I__I__I__I employees

B. What type of industry is your company in?

(Interviewer to type verbatim to automatically search full NAICS database and record appropriate 3-digit code.)

Prompt for no results or no applicable codes: "What other words would you use to describe your industry?"

Prompt for too many applicable codes: "How would you describe your industry more specifically."

Also, interviewer may read 2- or 3-digit code names in asking for clarification.

If unable to code, clarify recorded verbatim response and go to next question.

111	Crop Production	11
112	Animal Production	11
113	Forestry and Logging	11
114	Fishing, Hunting and Trapping	11
115	Support Activities for Agriculture and Forestry	11
211	Oil and Gas Extraction	21
212	Mining and Quarrying (except Oil and Gas)	21
213	Support Activities for Mining and Oil and Gas Extraction	21
221	Utilities US	22
236	Construction of Buildings	23
237	Heavy and Civil Engineering Construction	23
238	Specialty Trade Contractors	23
311	Food Manufacturing	31-33
312	Beverage and Tobacco Product Manufacturing	31-33
313	Textile Mills	31-33
314	Textile Product Mills	31-33
315	Clothing Manufacturing	31-33
316	Leather and Allied Product Manufacturing	31-33
321	Wood Product Manufacturing	31-33
322	Paper Manufacturing	31-33
323	Printing and Related Support Activities	31-33
324	Petroleum and Coal Product Manufacturing	31-33
325	Chemical Manufacturing	31-33
326	Plastics and Rubber Products Manufacturing	31-33
327	Non-Metallic Mineral Product Manufacturing	31-33
331	Primary Metal Manufacturing	31-33
332	Fabricated Metal Product Manufacturing	31-33
333	Machinery Manufacturing	31-33
334	Computer and Electronic Product Manufacturing	31-33
335	Electrical Equipment, Appliance and Component Manufacturing	31-33
336	Transportation Equipment Manufacturing	31-33
337	Furniture and Related Product Manufacturing	31-33
339	Miscellaneous Manufacturing	31-33
411	Farm Product Wholesaler-Distributors CAN	41

412	Petroleum Product Wholesaler-Distributors CAN	41
413	Food, Beverage and Tobacco Wholesaler-Distributors CAN	41
414	Personal and Household Goods Wholesaler-Distributors CAN	41
415	Motor Vehicle and Parts Wholesaler-Distributors CAN	41
416	Building Material and Supplies Wholesaler-Distributors CAN	41
417	Machinery, Equipment and Supplies Wholesaler-Distributors CAN	41
418	Miscellaneous Wholesaler-Distributors CAN	41
419	Wholesale Electronic Markets, and Agents and Brokers US	41
441	Motor Vehicle and Parts Dealers US	44-45
442	Furniture and Home Furnishings Stores US	44-45
443	Electronics and Appliance Stores US	44-45
444	Building Material and Garden Equipment and Supplies Dealers US	44-45
445	Food and Beverage Stores US	44-45
446	Health and Personal Care Stores US	44-45
447	Gasoline Stations US	44-45
448	Clothing and Clothing Accessories Stores US	44-45
451	Sporting Goods, Hobby, Book and Music Stores US	44-45
452	General Merchandise Stores US	44-45
453	Miscellaneous Store Retailers US	44-45
454	Non-Store Retailers US	44-45
481	Air Transportation	48-49
482	Rail Transportation	48-49
483	Water Transportation	48-49
484	Truck Transportation	48-49
485	Transit and Ground Passenger Transportation	48-49
486	Pipeline Transportation	48-49
487	Scenic and Sightseeing Transportation	48-49
488	Support Activities for Transportation	48-49
491	Postal Service	48-49
492	Couriers and Messengers	48-49
493	Warehousing and Storage	48-49
511	Publishing Industries (except Internet)	51
512	Motion Picture and Sound Recording Industries	51
515	Broadcasting (except Internet)	51
517	Telecommunications	51
518	Data Processing, Hosting, and Related Services	51
519	Other Information Services	51
521	Monetary Authorities - Central Bank	52
522	Credit Intermediation and Related Activities	52
523	Securities, Commodity Contracts, and Other Financial Investment and Related Activities	52
524	Insurance Carriers and Related Activities	52
526	Funds and Other Financial Vehicles CAN	52
531	Real Estate	53
532	Rental and Leasing Services	53
533	Lessors of Non-Financial Intangible Assets (Except Copyrighted Works)	53
541	Professional, Scientific and Technical Services	54
551	Management of Companies and Enterprises	55

561	Administrative and Support Services	56
562	Waste Management and Remediation Services	56
611	Educational Services	61
621	Ambulatory Health Care Services	62
622	Hospitals	62
623	Nursing and Residential Care Facilities	62
624	Social Assistance	62
711	Performing Arts, Spectator Sports and Related Industries	71
712	Heritage Institutions	71
713	Amusement, Gambling and Recreation Industries	71
721	Accommodation Services	72
722	Food Services and Drinking Places	72
811	Repair and Maintenance	81
812	Personal and Laundry Services	81
813	Religious, Grant-Making, Civic, and Professional and Similar Organizations	81
814	Private Households	81
911	Federal Government Public Administration CAN	91
912	Provincial and Territorial Public Administration CAN	91
913	Local, Municipal and Regional Public Administration CAN	91
914	Aboriginal Public Administration CAN	91
919	International and Other Extra-Territorial Public Administration CAN	91

C. I am now going to ask you about the education levels of employees in your company. We are only interested in graduates from **Alberta** and their **highest** level of education. Could you tell me if you have any employees (including yourself) with the following education levels:

a) Employees with a High School Diploma only – having graduated from an **Alberta** high school

1 – Yes
2 – No
9 – DK/NA

b) Employees with a degree – having graduated from an **Alberta** post-secondary institution (typically from a university)
c) Employees with a post-secondary diploma – having graduated from an **Alberta** post-secondary institution (typically a 2 year program)
d) Employees with a certificate – having graduated from an **Alberta** post-secondary institution (typically up to a 1 year program)
e) Employees who have completed an apprenticeship program
f) Employees with less than high school – do not have a high school diploma

I'd now like to ask you a few questions about the qualities of your employees and the education they have received.

*Graduates from Alberta's Learning System will have either a High School Diploma only or a post-secondary education. Post-secondary education entails graduates with a degree, diploma, or certificate from an **Alberta** university, college or technical institute, or a Journeyperson Certificate from Alberta Advanced Education.*

1Ea. Have any of the individuals working for your company graduated with a High School Diploma only within the last two years?

1 – Yes
2 – No
9 – DK/NA

1Eb. Have any of the individuals working for your company graduated from a post-secondary institution within the last two years?

1 – Yes
2 – No
9 – DK/NA

2E. Within the last 2 years, have you been looking to hire…
READ AND ROTATE

ASK IF 1Ea=2

a) **High School Diploma only** graduates

1 – Yes
2 – No **GO TO Q.5E IF A - E**
9 – DK/NA **GO TO Q.5E IF A – E**

ASK IF 1Eb=2

b) **degree** graduates
c) **diploma** graduates
d) **certificate** graduates
e) **apprenticeship** graduates

ASK IF 2Ea=1

3Ea. What position(s)/occupations(s) were you looking to hire High School Diploma only graduates for? **ACCEPT ALL ANSWERS (RECORD VERBATIM, PROBE FULLY, CLARIFY RESPONSES)**

_____

_____

_____

DK/NA

ASK IF 2Ea=1 and 1Ea=2

3Eb. Why didn't you hire recent **Albertan** High School Diploma only graduates for these positions/occupations? **ACCEPT ALL ANSWERS (RECORD VERBATIM, PROBE FULLY, CLARIFY RESPONSES)**

DK/NA

ASK IF 2Eb, c, d, or e=1

4Ea) What position(s)/occupations(s) were you looking to hire post-secondary graduates for? **ACCEPT ALL ANSWERS (RECORD VERBATIM, PROBE FULLY, CLARIFY RESPONSES)**

DK/NA

ASK IF 2Eb, c, d, or e=1 and 1Eb=2

4Eb. Why didn't you hire recent **Albertan** post-secondary graduates for these positions/occupations? **ACCEPT ALL ANSWERS (RECORD VERBATIM, PROBE FULLY, CLARIFY RESPONSES)**

DK/NA

DO NOT ASK ABOUT SPECIFIC GRADS IF EMPLOYER DOES NOT HAVE ANY GRAD OF THAT TYPE IN C ON PAGE 2 (C=2,98,or 99) DO NOT INCLUDE LESS THAN HIGH SCHOOL

5E. Now, I would like to ask questions regarding your opinions of graduates from Alberta's Learning System in general. Using a scale from one to four, where one is "very satisfied" and four is "very dissatisfied", please rate to what extent you are satisfied with the following:

1 – Very Satisfied 2 – Satisfied 3 –Dissatisfied –4 Very dissatisfied 9 – DK/NA

a) That graduates are entering the workforce with an appropriate combination of skills and knowledge.

   For:
   i) High School Diploma only graduates
   ii) Degree graduates
   iii) Diploma graduates
   iv) Certificate graduates
   v) Apprenticeship graduates

b) That graduates demonstrate the ability to learn at work.

c) That graduates have the knowledge, skills and attitudes necessary for learning throughout their lifetime, meaning they demonstrate literacy, numeracy, computer skills, motivation to learn, adaptability, self confidence and the ability to access learning opportunities.

6E. Has your organization provided assistance (for example - paying tuition, granting leave of absence, providing time off) to employees for education or training in Alberta's Learning System in the last two years?

1 – Yes
2 – No **GO TO Q. 2S**
9 – DK/NA **GO TO Q. 2S**

7E. Has your organization provided the following types of assistance?
a) Paid tuition

1 – Yes
2 – No
9 – DK/NA

b) Allowed leave of absence
c) Provided time off during the working day
d) Paid time off for specific course work
e) Other (specify)_____

ASK SECTION S ONLY OF EMPLOYERS OF GRADUATES IN THE LAST 2 YEARS
If 1Ea and 1Eb = NO on page 3 SKIP TO SECTION F on page 8.

SECTION S.

2S. Approximately how many of your current staff members have graduated from **Alberta's Learning System** within the last two years with … If unsure, Ask for best approximation.

a) **High School Diploma only**

I__I__I__I__I number of employees
DK/NA

b) **a degree**
c) **a diploma**
d) **a certificate**
e) **a journeyperson certificate**

2S1. ASK FOR EACH TYPE OF EMPLOYEE (CODED OR MORE IN Q.2S): Thinking about the recent _____ (TYPE OF GRADUATE) graduates from Alberta's Learning System you have working for your company please rate your OVERALL level of satisfaction with their skills and quality of work. Using a scale from one to four, where one is "very satisfied" and four is "very dissatisfied" what is your overall level of satisfaction with _____ (TYPE OF GRADUATE) graduates?

a) High School Diploma only

1 – Very satisfied
2 – Satisfied
3 – Dissatisfied
4 – Very dissatisfied
9 – DK/NA

b) degree
c) diploma
d) certificate
e) journeyperson certificate

3S. Where are your recent graduates working? **ALLOW MULTIPLE RESPONSES READ ALL**
1 – At this location
2 – In a field office (specify location)_____ (Interviewer note: record city)
3 – Other (specify)_____
9 – DK/NA

4S. I would now like to ask some specific questions about these recent graduates that your organization has hired. Would you be the best person to answer these questions or should I be talking to someone else, such as an immediate supervisor?

NOTE: if there is more than one department or supervisor, please refer to the supervisor who oversees the largest number of recent graduates.

1 – Same person **GO TO Q.7S on page 6**
2 – Different person/ supervisor(s) **GO TO Q.5S**

5S. May I please have the name, phone number and department of the individual(s), so I may speak with him/her directly? Is there anyone else we might contact?

Name	Phone #

GO TO SECTION F on page 7

NOTE: Q.6S IS PART OF SECTION Sa on page 9 – IT IS NOT MISSING.

SECTION S CONTINUED

I would now like to ask you some specific questions about these recent graduates ***of Alberta's Learning System****. I have a short set of questions for each type of recent graduate you have on staff.*

7S. I will read various types of skills and personal qualities that graduates may be expected to have. Please rate the following skills of these graduates using a scale from 1 to 4 where 1 is "very satisfied" and 4 is "very dissatisfied". **READ AND ROTATE**

1 – Very Satisfied 2 – Satisfied 3 –Dissatisfied –4 Very dissatisfied 9 – DK/NA

a) The ability to communicate in speech and writing.

For:
- i) High School Diploma only graduates
- ii) Degree graduates
- iii) Diploma graduates
- iv) Certificate graduates
- v) Apprenticeship graduates

b) The ability to manage information from a variety of areas.
c) The ability to use numbers to decide what is required for the job.
d) The ability to think and solve problems.
e) Demonstrating positive attitudes and behaviours.
f) Being responsible for work and accountable for actions.
g) Being adaptable – Having the ability to work as an individual or within a team.
h) The ability to learn continuously.
i) The ability to work safely.
j) The ability to work with others towards a common goal.
k) The ability to participate and contribute in projects and tasks.
l) The ability to transition effectively from school to work.

8Sa. Can you think of any particular skills/ abilities that are missing from recent High School Diploma only graduates? **ACCEPT <u>ALL</u> ANSWERS (RECORD VERBATIM, PROBE FULLY, CLARIFY RESPONSES)**

_____

_____

_____

DK/NA

8Sb. Can you think of any particular skills/ abilities that are missing from recent post-secondary graduates? **ACCEPT <u>ALL</u> ANSWERS (RECORD VERBATIM, PROBE FULLY, CLARIFY RESPONSES)**

_____

_____

_____

DK/NA

9S. Using a scale from 1 to 4, where 1 is "Strongly Agree" and 4 is "Strongly Disagree", how much do you agree or disagree that Alberta's Learning System responds to the needs of your company by:

READ AND ROTATE

1 – Strongly agree 2 – Somewhat agree 3 –Somewhat disagree –4 Strongly disagree 9 – DK/NA

a) providing an adequate supply of graduates

With:

i) a High School Diploma only
ii) a degree
iii) a diploma
iv) a certificate
v) a Journeyperson's certificate

b) providing appropriate skills for graduates

SECTION F

1F. Do you have any other comments you would like to make about (**recent**) a) High School Diploma only b) post-secondary graduates of Alberta's Learning System?

_____

_____

_____

9 - DK/NA

2F. What is your business postal code? **IF RESPONDENT IS RELUCTANT TO GIVE ENTIRE POSTAL CODE, ASK FOR FIRST THREE DIGITS.**

I __I__I__I I__I__I__I

And just to check that I've dialed the right number is this _____?
If incorrect number, ASK FOR ACTUAL NUMBER AND RECORD_____

3F. In what area of the province are you currently located? [DO NOT READ]

(Interviewer prompt: Could you please spell that?)

(Interviewer to record verbatim response to automatically search census division/subdivision/locality to identify appropriate census division.)

CENSUS DIVISION 1 (MEDICINE HAT)
CENSUS DIVISION 2 (LETHBRIDGE)
CENSUS DIVISION 3 (CARDSTON-MAGRATH)
CENSUS DIVISION 4 (HANNA-OYEN)
CENSUS DIVISION 5 (DRUMHELLER)
CENSUS DIVISION 6 (CALGARY)
CENSUS DIVISION 7 (WAINWRIGHT)
CENSUS DIVISION 8 (RED DEER)
CENSUS DIVISION 9 (ROCKY MOUNTAIN HOUSE)
CENSUS DIVISION 10 (CAMROSE-LLOYDMINSTER)
CENSUS DIVISION 11 (EDMONTON)
CENSUS DIVISION 13 (ATHABASCA)
CENSUS DIVISION 14 (EDSON-HINTON)
CENSUS DIVISION 15 (BANFF-JASPER)
CENSUS DIVISION 16 (FORT MCMURRAY)
CENSUS DIVISION 17 (HIGH LEVEL-MANNING)
CENSUS DIVISION 18 (GRANDE CACHE)
CENSUS DIVISION 19 (GRANDE PRAIRIE)

If we have any further questions, may we call you back?

1 Yes
2 No

We have come to the end of the survey. On behalf of Alberta Education and Alberta Advanced Education we would like to thank you for your participation in this study. Thank you again and good bye.

IF DIFFERENT PERSON/ SUPERVISOR(S) IN 4S on page 5 ASK...
You indicated that there would be a supervisor who will be the best person to answer questions about recent Alberta graduates that your organization has hired. Would you please be able to transfer me to the supervisor now?

1 – Yes Thank you. **GO TO SECTION Sa**
2 - No That's not a problem, please tell him/her that they can expect a call from us shortly
GO TO CALLBACK PAGE

ASK SECTION Sa ONLY OF SUPERVISORS

SECTION Sa - Consists of New Contact Introduction 6S - 9S

NEW CONTACT

QI2_1. Hello, may I speak to (contact name)/ or extension (extension number).

Yes speaking	Go to QI2.2a
Yes – one moment please	Go to QI2.2b
No – Later	Go to call back
Don't' know	Go to call back
Refused	Thank you for your time. Goodbye.

QI2_2a. Hello, I am calling on behalf of Alberta Education and Alberta Advanced Education and Technology – two provincial government departments who, together, oversee all levels of education in the province. We have been conducting part of this study with (insert name from first part of survey) from your company, and he/she gave us your name suggesting you'd be able to help us. I have a few questions about your opinions of recent degree, diploma, certificate, apprenticeship and high school graduates your organization has hired.
Are you the person to talk to about recent graduates your organization has hired?

[Interviewer Note: Respondent can have one or more type of graduate mentioned above to complete the survey]

Yes	Go to QI2.3
No not the person	Go to QI2.4
Yes – Later	Go to call back
Refused	Thank you for your time. Goodbye.

QI2_2b. Hello, (insert contact name) my name is (interviewer name). I am calling on behalf of Alberta Education and Alberta Advanced Education and Technology – two provincial government departments who, together, oversee all levels of education in the province. We have been conducting part of this study with (insert name from first part of survey) from your company, and he/she gave us your name suggesting you'd be able to help us. I have a few questions about your opinions of recent degree, diploma, certificate, apprenticeship and high school graduates your organization has hired.
Are you the person to talk to about recent graduates your organization has hired?

[Interviewer Note: Respondent can have one or more type of graduate mentioned above to complete the survey]

Yes	Go to QI2.3
No not the person	Go to QI2.4
Yes – Later	Go to call back
Refused	Thank you for your time. Goodbye.

QI2_3. Great. Your participation is confidential and voluntary, and you may refuse to answer any question or stop the interview at any time. All information will be held in strict confidence and is protected under the Freedom of Information and Protection of Privacy Act. For this survey, we are asking about recent graduates who are individuals who have graduated within the last two years.
May we continue?

Yes	Go to Q6S
No – Later	Go to call back
Refused	Thank you for your time. Goodbye.

QI2_4. I am sorry, could you give me the name of the person I should contact?

Yes	Go to contact screen
No/Don't know	Thank you for your time. Goodbye.

IF DIFFERENT PERSON/ SUPERVISOR(S) IN 4S on page 5 ASK...
You indicated that there would be a supervisor who will be the best person to answer questions about recent Alberta graduates that your organization has hired. Would you please be able to transfer me to the supervisor now?

1 – Yes	Thank you. **GO TO SECTION Sa**
2 - No	That's not a problem, please tell him/her that they can expect a call from us shortly **GO TO CALLBACK PAGE**

QI3_1 QI2.1. Hello, may I speak to (contact name)/ or extension (extension number).

Yes speaking	Go to QI2.2a
Yes – one moment please	Go to QI2.2b
No – Later	Go to call back
Don't' know	Go to call back
Refused	Thank you for your time. Goodbye.

QI3_2a. Hello, I am calling on behalf of Alberta Education and Alberta Advanced Education and Technology – two provincial government departments who, together, oversee all levels of education in the province. We have been conducting part of this study with (insert name from first part of survey) from your company, and he/she gave us your name suggesting you'd be able to help us. I have a few questions about your opinions of recent degree, diploma, certificate, apprenticeship and high school graduates your organization has hired.
Are you the person to talk to about recent graduates your organization has hired?

[Interviewer Note: Respondent can have one or more type of graduate mentioned above to complete the survey]

Yes	Go to QI2.3
No not the person	Go to QI2.4
Yes – Later	Go to call back
Refused	Thank you for your time. Goodbye.

QI3_2b. Hello, (insert contact name) my name is (interviewer name). I am calling on behalf of Alberta Education and Alberta Advanced Education and Technology – two provincial government departments who, together, oversee all levels of education in the province. We have been conducting part of this study with (insert name from first part of survey) from your company, and he/she gave us your name suggesting you'd be able to help us. I have a few questions about your opinions of recent degree, diploma, certificate, apprenticeship and high school graduates your organization has hired.
Are you the person to talk to about recent graduates your organization has hired?

[Interviewer Note: Respondent can have one or more type of graduate mentioned above to complete the survey]

Yes	Go to QI2.3
No not the person	Go to QI2.4
Yes – Later	Go to call back
Refused	Thank you for your time. Goodbye.

QI3_3. Great. Your participation is confidential and voluntary, and you may refuse to answer any question or stop the interview at any time. All information will be held in strict confidence and is protected under the Freedom of Information and Protection of Privacy Act. For this survey, we are asking about recent graduates who are individuals who have graduated within the last two years.
May we continue?

Yes	Go to Q6S
No – Later	Go to call back
Refuse	Thank you for your time. Goodbye.

QI3_4. I am sorry Thank you for your time. Goodbye. Code as RO

QI2_5cb Hello <insert name> , my name is <insert interviewers name> and I am calling from Compustat. I spoke with you the other day in regards to a study we are conducting for Albert Education and Alberta Advanced Education and Technology – two provincial government departments who, together, oversee all levels of education in the province. We are conducting this study of employers throughout the province of Alberta to gauge their opinions about how well Alberta's Learning System is preparing its graduates for employment. This survey should only take about 15 minutes to complete.
May I continue?

Yes -	Go to QI3
No – Later	Go to Call Back – record name and extension number
Refused	Thank you for your time. Goodbye.

ASK QUESTIONS 6S – 9S

6S. The following questions refer to graduates from **Alberta's Learning System**. Are you able to respond to questions about the following types of graduates?

a) High School Diploma only graduates

1- Yes
2- No
9- DK/NA

b) Degree graduates
c) Diploma graduates
d) Certificate graduates
e) Apprenticeship graduates

7S. I will read various types of skills and personal qualities that graduates may be expected to have. Please rate the following skills of these graduates using a scale from 1 to 4 where 1 is "very satisfied" and 4 is "very dissatisfied". **READ AND ROTATE**

1 – Very Satisfied 2 – Satisfied 3 –Dissatisfied –4 Very dissatisfied 9 – DK/NA

a) The ability to communicate in speech and writing.

For:
i) High School Diploma only graduates
ii) Degree graduates
iii) Diploma graduates
iv) Certificate graduates
v) Apprenticeship graduates

b) The ability to manage information from a variety of areas.
c) The ability to use numbers to decide what is required for the job.
d) The ability to think and solve problems.
e) Demonstrating positive attitudes and behaviours.
f) Being responsible for work and accountable for actions.
g) Being adaptable – Having the ability to work as an individual or within a team.
h) The ability to learn continuously.
i) The ability to work safely.
j) The ability to work with others towards a common goal.
k) The ability to participate and contribute in projects and tasks.
l) The ability to transition effectively from school to work.

8Sa. Can you think of any particular skills/abilities that are missing from recent High School Diploma only graduates? **ACCEPT <u>ALL</u> ANSWERS (RECORD VERBATIM, PROBE FULLY, CLARIFY RESPONSES)**

_____

_____

_____

DK/NA

8Sb. Can you think of any particular skills/ abilities that are missing from recent post-secondary graduates? **ACCEPT ALL ANSWERS (RECORD VERBATIM, PROBE FULLY, CLARIFY RESPONSES)**

DK/NA

9S. Using a scale from 1 to 4, where 1 is "Strongly Agree" and 4 is "Strongly Disagree", how much do you agree or disagree that Alberta's Learning System responds to the needs of your company by:

READ AND ROTATE

Alberta's Learning System responds to the needs of my company by:

1 – Strongly agree 2 – Somewhat agree 3 –Somewhat disagree –4 Strongly disagree 9 – DK/NA

a) providing an adequate supply of graduates

With:
- i) a High School Diploma only
- ii) a degree
- iii) a diploma
- iv) a certificate
- v) a journeyperson's certificate

b) providing appropriate skills for graduates

IF SUPERVISOR HAS COMPLETED SECTION Sa ASK...
If we have any further questions, may we call you back?

1 Yes
2 No

We have come to the end of the survey. On behalf of Alberta Education and Alberta Advanced Education we would like to thank you for your participation in this study. Thank you again and good bye.